**Lesson Plan Format**

**Teacher Candidate: Maggie Faria Grade Level: 8 Date of lesson: November 2014**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

Standard:

8SS6: Students analyze the divergent paths of the American people from 1800 to the mid-l800s and the challenges they faced, with emphasis on the Northeast.

Component:

8SS6.b: Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads. Example: Henry Clay’s American System

Ec: The student will identify the effect of human activities on natural processes and interrelationships within ecosystems.

8E2b: Applications (Different Types of Writing and Their Characteristics) Students continue to write narrative, expository, persuasive, and descriptive texts (research reports of 750–1,000 words or more.) Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in standard.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Average 8th grade class, has varied learning abilities and styles. Have prior knowledge of U.S. history from the founding of the country through the Industrial Revolution.

Previous lesson included reading the book *Locomotive*, reading the textbook chapter about the transcontinental railroad, and working on the unit vocabulary.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to identify obstacles involved in creating the transcontinental railroad and analyze how these obstacles affected construction.

Students will be able to identify the impact of building the transcontinental railroad on the ecosystems it crossed, analyze the changes, and be able to verbally express this knowledge.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Performance: Students will be assessed on their ability to complete the task of working as a team and as individual participants in group activities and discussions.

Formative: Students will write a chronological narrative of their in class experience with drawing plans on maps and building the transclassroom railroad.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Maps: blank outline of United Sates, blank with geographical features of United States, completed transcontinental railroad

Popsicle sticks, Tape, Desks, Books, Backpacks, “History is Me” journal

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Direct Instruction: teacher will explain each activity and then the students will complete each activity. There is no one correct way to complete the activity, the goal is to let them experience problems and come up with workable solutions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Students will receive a blank map of the U.S. They will work independently to draw what they think is the best route for a railroad across the continent. Then the students will receive a blank map of the U.S. with geographical features on it. They will draw what they think is the best route for a railroad across the continent making changes from their first map to accommodate the geography of the land. A large map of the transcontinental railroad will then be displayed for the students to compare their work to. If the students want all of the map pairs will be taped up on the walls to visually compare to a map of the actual transcontinental railroad.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

The whole class will have a discussion and review about physical and economic obstacles faced when creating the transcontinental railroad; the effects on land, animals, and people; and how these things were overcome. After the discussion students will be divided into two different groups. They will work from opposite sides of the classroom to “build” a railroad from Popsicle sticks and meet at “Promontory Point”. They will build over physical obstacles like desks, backpacks, and books.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Have a class discussion of the obstacles, efforts, and outcomes of building a transclassroom railroad. Then the students will write a chronological narrative of their journey as a railroad worker in their “History is Me” journal.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Student 1 | Autism  IEP, does not work well when forced to work in group situations | Work with small group (4) to create a railroad across a table or set of desks. Can work one-on-one with para if having a bad day. |
| Student 2 | G&T  Often finishes early, biggest participator in classroom discussions, excellent grades | Have student be the “Railroad Expert”  Have them direct the construction of the railroad and resolve any disputes or questions. |
| Student 3 | Immature or unmotivated class | Use smaller pre-assigned groups and roles for each individual. Teacher lead discussion. Possible graphic organizers instead of written narrative in journal. |